The California State University
OFFICE OF THE CHANCELLOR

Higher Education Compact

Performance Measures

First Year Report
Under the Higher Education Compact
College Year 2005-06

The California State University
Office of the Chancellor
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www.calstate.edu

Introduction

The Higher Education Compact with Governor Schwarzenegger, signed in May 2004, called on the California State University (CSU) and the University of California (UC) to continue their efforts to achieve improved student and institutional outcomes and place a high priority on providing the classes students need in order to be graduated in a timely manner.

The Administration places a high priority on student success as well as other mission-related outcomes and seeks to foster greater student and institutional accountability by tracking certain performance-based measures. As with the K-12 system, accountability for these outcomes should be highly visible and public. Therefore, the CSU and the UC each agreed to provide a comprehensive report to the Governor, Secretary of Education, the fiscal committees of the Legislature, the Legislative Analyst's Office and the Department of Finance by October of each year on the requested performance measures for three prior and the most-recently-completed academic year.

This document provides a three-year baseline on the performance measures requested in the Higher Education Compact and measures reflecting CSU performance under the first year of the Higher Education Compact, 2005-06. This document provides data in the following areas for those measures that are applicable to the CSU:

I. Efficiency in Graduating Students
II. Utilization of Systemwide Resources
III. Student Level Information

In addition to this report, the CSU and the UC will continue to provide five-year capital outlay plans outlining the capital priorities for each campus.

I. Efficiency in Graduating Students

The Higher Education Compact requires the following performance measures in the area of efficiency in graduating students:

A. Number of undergraduate degrees awarded;

B. Number of graduate and professional degrees awarded, including detail on degrees awarded in fields that are high priorities for meeting state workforce needs (mathematics, engineering, computer science and other science fields);

C. Persistence and graduation rates for freshmen and California Community College (CCC) transfer students;

D. Average time-to-degree for undergraduates;

E. Total number and percentage of graduating undergraduates who have accumulated excess units required for their degree, as determined by the segments, and the average number of excess units accumulated by these students;

F. Number of undergraduates admitted as freshmen who leave in academic difficulty;

G. Number of undergraduates admitted as (CCC) transfer students who leave in academic difficulty.

A. Undergraduate Degrees Awarded Plus Detail by Major, and
B. Graduate Degrees Awarded Plus Detail by Major

Consistent with the California Master Plan for Higher Education, the California State University provides undergraduate, professional, and graduate academic education through the master's level and, in a limited number of areas, either jointly with others or independently, the doctorate.

For over a decade, the CSU has awarded more higher education degrees than any other public or private sector in California and since its establishment as a system in 1960, the CSU has conferred over two million degrees. The CSU offers more than 1,600 degree instructional programs spanning more than 240 disciplines from agriculture to zoology, as well as many emerging interdisciplinary fields. In 2005-06, 87,680 degrees were conferred: 69,350 at the baccalaureate level, 18,269 at the master's level, and 61 jointly at the doctoral level. In 2005-06, the CSU awarded 9,401 baccalaureate degrees, a little less than 14 percent of all baccalaureate degrees conferred, in the following areas that are critical to the California economy: agriculture, biology, information sciences, engineering, mathematics and the physical sciences. A little more than 15 percent of all master's degrees were awarded in the same disciplines in 2005-06 (2,838). About one quarter of the joint doctorates in 2005-06 were awarded in these disciplines.

More information about how CSU degree production and its social and economic impact on California may be found at: http://www.calstate.edu/impact/index.shtml. A few excerpts from the website are illustrative.

- In business and professional service industries, the backbone of a vibrant knowledge economy, the CSU prepares 65 percent of the state's business and professional services graduates in accounting, advertising, public relations, human resource management, and business strategy.
- By producing well-prepared professionals in corrections and criminology, the CSU helps ensure that the state's criminal justice system has qualified leadership. Statewide, the CSU produces 89 percent of the total graduates in criminal justice-related disciplines. At the graduate level, the CSU grants 59 percent of the criminal justice and corrections master's degrees, graduating 50 each year.

- Companies in the media, culture and design industries are dependent upon skilled professionals in communications, design fields, art, broadcasting, film and video production, dance, and theater. The CSU is a critical supplier of graduates in these industries. Nearly 46 percent of the state's bachelor's degrees related to the media, culture and design industries come from the CSU. This includes 88 percent of the radio and television broadcasting degrees, 66 percent of journalism and mass communications degrees, 59 percent of the visual and performing arts degrees and 58 percent of fine arts and art studies degrees.
- Tourism is a traditional mainstay of the California economy. The CSU produces 76 percent of the total degrees in tourism and natural resources. This includes 100 percent of the state's degrees in such disciplines as natural resources management and policy; wildlife and wild lands management; and parks, recreation and leisure studies. In other key tourism degrees, such as hospitality services management, the CSU produces the vast majority of graduates (160 out of the state's 193 graduates) in that field.

Details of the degrees awarded by the CSU are provided in the next three tables.

Table 1: California State University Bachelor's Degrees Conferred by Discipline and Year

Discipline	2002-03	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Agriculture & Related Sciences	807	837	818	863	3.7%	-2.3%	5.5%
Architecture & Related Services	310	363	334	409	17.1%	-8.0%	22.5%
Area, Ethnic, Cult'l & Gender Studies	448	434	457	509	-3.1%	5.3%	11.4%
Biological & Biomedical Sciences	1,905	1,802	1,930	2,075	-5.4%	7.1%	7.5%
Business & Management	13,941	15,484	15,006	15,155	11.1%	-3.1%	1.0%
Communications & Journalism	3,354	3,467	3,558	3,887	3.4%	2.6%	9.2%
Computer & Information Sciences	1,977	2,165	1,668	1,421	9.5%	-23.0%	-14.8%
Education	3,762	4,043	4,000	4,354	7.5%	-1.1%	8.9%
Engineering	2,945	3,100	3,304	3,794	5.3%	6.6%	14.8%
English Language & Literature	3,026	3,124	3,239	3,390	3.2%	3.7%	4.7%
Family & Consumer Sciences	710	716	863	900	0.8%	20.5%	4.3%
Foreign Lang, Lit, & Linguistics	663	656	732	806	-1.1%	11.6%	10.1%
Health Professions & Public Health	2,283	2,643	2,790	3,086	15.8%	5.6%	10.6%
History*	N/A	1,243	1,283	1,363	N/A	3.2%	6.2%
Legal Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Liberal Arts & Sciences	6,822	7,315	7,301	6,775	7.2%	-0.2%	-7.2%
Library Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics & Statistics	456	510	651	650	11.8%	27.6%	-0.2%
Multi/Interdisciplinary Studies	783	494	444	515	-36.9%	-10.1%	16.0%
Natural Resources & Conservation	452	402	481	451	-11.1%	19.7%	-6.2%
Philosophy & Religious Studies	339	355	397	382	4.7%	11.8%	-3.8%
Physical Sciences	497	492	516	598	-1.0%	4.9%	15.9%
Psychology	3,768	3,868	4,017	4,450	2.7%	3.9%	10.8%
Public Policy & Social Services	3,081	3,088	3,483	3,547	0.2%	12.8%	1.8%
Social Sciences	6,155	5,456	5,572	6,016	-11.4%	2.1%	8.0%
Visual & Performing Arts	3,228	3,684	3,924	3,954	14.1%	6.5%	0.8%
Double/Triple Majors	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total	61,712	65,741	66,768	69,350	6.5%	1.6%	3.9%

Source: CSU Office of the Chancellor, Enrollment Reporting System
*Prior to 2003-2004, History was included in Social Sciences

Degrees in science, technology, engineering, agriculture and mathematics majors are highlighted.

Table 2: California State University Master's Degrees Conferred by Discipline and Year

Discipline	2002-03	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Agriculture & Related Sciences	83	61	63	68	-26.5%	3.3%	7.9%
Architecture & Related Services	89	111	98	109	24.7%	-11.7%	11.2%
Area, Ethnic, Cult'l & Gender Studies	63	75	74	89	19.0%	-1.3%	20.3%
Biological & Biomedical Sciences	241	245	262	273	1.7%	6.9%	4.2%
Business & Management	2,519	2,827	2,351	2,452	12.2%	-16.8%	4.3%
Communications & Journalism	161	210	232	260	30.4%	10.5%	12.1%
Computer & Information Sciences	465	639	652	606	37.4%	2.0%	-7.1%
Education	4,996	5,508	5,347	5,648	10.2%	-2.9%	5.6%
Engineering	733	1,091	1,375	1,458	48.8%	26.0%	6.0%
English Language & Literature	562	602	761	729	7.1%	26.4%	-4.2%
Family & Consumer Sciences	105	42	33	37	-60.0%	-21.4%	12.1%
Foreign Lang, Lit & Linguistics	145	183	206	223	26.2%	12.6%	8.3%
Health Professions & Public Health	1,190	1,357	1,322	1,504	14.0%	-2.6%	13.8%
History*	N/A	165	179	179	N/A	8.5%	0.0%
Legal Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Liberal Arts & Sciences	94	132	119	111	40.4%	-9.8%	-6.7%
Library Science	216	235	308	338	8.8%	31.1%	9.7%
Mathematics & Statistics	158	152	195	266	-3.8%	28.3%	36.4%
Multi/Interdisciplinary Studies	164	245	273	263	49.4%	11.4%	-3.7%
Natural Resources & Conservation	87	81	71	78	-6.9%	-12.3%	9.9%
Philosophy & Religious Studies	26	29	39	47	11.5%	34.5%	20.5%
Physical Sciences	105	124	152	167	18.1%	22.6%	9.9%
Psychology	448	408	420	450	-8.9%	2.9%	7.1%
Public Policy & Social Services	1,429	1,500	1,700	2,014	5.0%	13.3%	18.5%
Social Sciences	549	436	526	532	-20.6%	20.6%	1.1%
Visual & Performing Arts	362	324	409	368	-10.5%	26.2%	-10.0%
Double/Triple Majors	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total	14,990	16,782	17,167	18,269	12.0%	2.3%	6.4%

Source: CSU Office of the Chancellor, Enrollment Reporting System
*Prior to 2003-2004, History was included in Social Sciences

Degrees in science, technology, engineering, agriculture and mathematics majors are highlighted.

Table 3: California State University Joint Doctoral Degrees Conferred by Discipline and Year

Discipline	2002-03	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Agriculture & Related Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Architecture & Related Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Area, Ethnic, Cult'l & Gender Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Biological & Biomedical Sciences	7	5	9	9	-28.6%	80.0%	0.0%
Business & Management	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Communications & Journalism	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Computer & Information Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Education	25	38	21	20	52.0%	-44.7%	-4.8%
Engineering	N/A	2	2	3	N/A	0.0%	50.0%
English Language & Literature	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family & Consumer Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foreign Lang, Lit & Linguistics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Health Professions & Public Health	8	6	2	14	-25.0%	-66.7%	600.0%
History*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Legal Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Liberal Arts & Sciences	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Library Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics & Statistics	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi/Interdisciplinary Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Natural Resources & Conservation	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Philosophy & Religious Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physical Sciences	2	3	7	3	50.0%	133.3%	-57.1%
Psychology	9	12	12	7	33.3%	0.0%	-41.7%
Public Policy & Social Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Sciences	2	3	N/A	5	50.0%	N/A	N/A
Visual & Performing Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Double/Triple Majors	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand Total	53	69	53	61	30.2%	-23.2%	15.1%

Source: CSU Office of the Chancellor, Enrollment Reporting System
*Prior to 2003-2004, History was included in Social Sciences

Degrees in science, technology, engineering, agriculture and mathematics majors are highlighted.

C. Persistence and Graduation for Regularly Admitted Freshmen and Transfer Students, and
D. Time-to-Degree for Undergraduates

One of the California State University's highest priorities is to facilitate its students' efficient and effective progress to degree. The challenges for the CSU and its students are greater than those at many senior colleges and universities because CSU students often have to juggle the responsibilities of family and work while pursuing their education. Notably, the average age of the CSU undergraduate is 24 years, four out of five CSU students have jobs, 36 percent work full time, and only 56 percent are dependent upon their parents.

Persistence — Nationally, universities and colleges have increasingly been focusing attention on first-year retention rates since first-year attrition accounts for as much as three-quarters of total "college-leaving" rates. First-year retention rates at CSU campuses are above the rate of comparable institutions serving the same types of students.

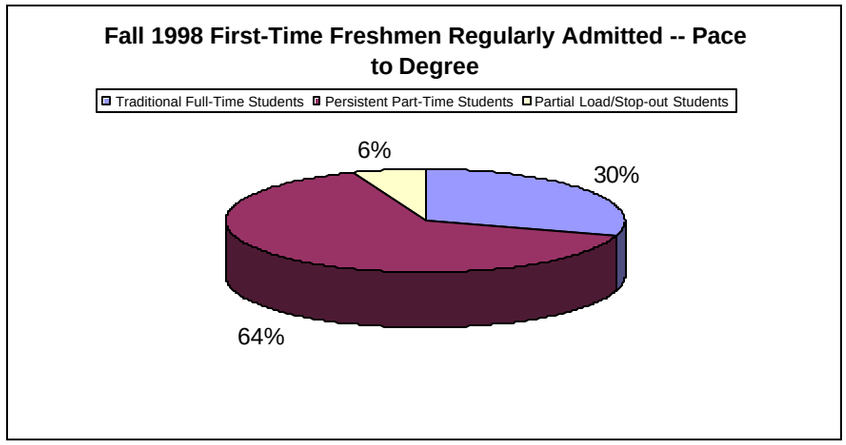
- Freshman retention increased from 78.4 percent for the fall 2000 cohort to 80.7 percent for the fall 2003 cohort (Table 5a).
- CCC transfer retention has remained in the 83 to 84 percent-range for the fall 2000 through the fall 2003 cohorts (Table 6a).

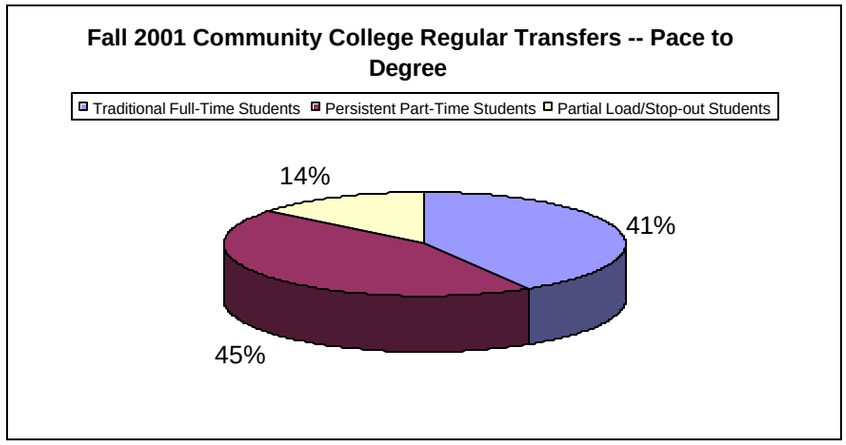
Graduation — The CSU's goal is to help students earn the baccalaureate degree as directly and efficiently as their individual circumstances allow. The path to degree for the majority of CSU students is more complex than for students at the UC or independent institutions. Because so many students attend the CSU as part-time students, high percentages of students completing the degree in four or five years should not be expected. The CSU's challenge is to recognize that its students will vary in the pace at which they progress to graduation and then provide all students, whether they are on a pace to complete their degree in 4, 5, 6, or more than 6 years, with the necessary guidance and the clearest routes possible to the baccalaureate.

The CSU measures and compares its graduation rates by categories of students differentiated by their instructional loads and enrollment patterns that together determine the pace at which they complete the baccalaureate degree. The national Joint Commission on Accountability Reporting's (JCAR's) methodology for computing graduation rates takes pace to degree explicitly into account by reviewing the units attempted by each student across four academic years and assigning the student to one of three groups:

1. The traditional full-time student who carries an instructional load over four years that is sufficient to complete the baccalaureate degree in four years.
2. The persistent part-time student who carries an instructional loads over four years, at a pace and intensity to complete the so-called 4-year baccalaureate degree within 6 years. (Federal law suggests that a student carrying at least 12 (semester) units or more per term may be classified as a full-time student for financial aid purposes and should be able to complete a degree in 6 years.)
3. The partial load/stop-out student who carries instructional loads over four years that typically include periods of non-attendance and wide variations in the number of units attempted. This student is not on track to graduate in even six years.

Only 30 percent of the fall 1998 cohort of first-time CSU regularly admitted freshmen was on the "traditional" four-year pace to degree; about two-thirds enrolled at a 6-year pace to degree. Of the fall 2001 cohort of upper-division Community College regular transfers, 41 percent had the "traditional" 2-year pace to degree; 45 percent were on a 3-year pace to degree and 14 percent were enrolling whenever they were able.





Given this mix of freshman and transfer students and their different "paces to degree," it is not surprising that degrees are conferred along a continuum, often beyond the traditional four years.

For over twenty years, the CSU has calculated and reported the life cycle of its first-time freshman and upper-division transfer cohorts and has used the sum of the rates of graduation and continuing enrollment at the six-year point as the most reliable and timely indicator of graduation rates.

- By the six-year point for fall 1992 regularly admitted first-time freshmen, 1998, 46 percent had received degrees from the CSU and another 14 percent were still enrolled in the CSU for a CSU regularly admitted first-time freshman persistence rate of 60 percent. Almost 62 percent of fall 1992 regularly admitted first-time freshmen received a CSU baccalaureate. These data are presented in Display 1a.
- By the three-year point for fall 1992 upper-division California Community College regularly admitted transfers, 1995, 44 percent had received degrees from the CSU and another 28 percent were still enrolled in the CSU for a CSU upper-division regularly admitted transfer persistence rate of 72 percent. Just over 74 percent of fall 1991 California Community College upper-division regularly admitted transfers received a CSU baccalaureate (Display 1b).[1]

[1] For upper-division transfers, the sum of the rates of graduation and continuing enrollment at the three-year point defines the upper-division persistence rate—another excellent and reliable under predictor of cohort graduation.

The reliability of persistence as an excellent predictor of graduation, coupled with additional information on the paces to degree that students prefer, form the basis for the CSU accountability indicators on graduation rates:

- The graduation rate for regularly admitted freshmen increased from 59.8 percent for the fall 1995 cohort to 62.2 percent for fall 1998 cohort (Table 5b). The CSU graduates first-time freshmen at or above the rate for senior institutions like the CSU serving similar students.
- The graduation rate for upper-division CCC transfers has remained around 76 percent between fall 1995 through fall 1998 cohorts (Table 6b). There are virtually no norms for transfer baccalaureate graduation; the CSU is a founding member of a consortium to develop such information.

Time to Degree – The University of California calculates time-to-degree through enrolled terms: 12 quarters are equivalent to 4 years. This measurement of "enrolled time to degree" stresses that the student's time-on-task of "college-going" involves actual enrollment. Because most UC students attend at a four-year pace, this measurement makes good sense.

However, because CSU students primarily attend at a pace to degree requiring more than four years, the enrolled term measurement, while instructive, fails to capture the extent to which students progress to the baccalaureate degree attempting instruction commensurate with their baccalaureate programs. One typically thinks of the baccalaureate degree as requiring 120 semester units; in terms of full-time equivalent (FTE) student instruction, this is equal to four (4) FTES, the State's budgeted enrollment calculation, or four (4) FTE years: 120 semester units / 30 semester units. The average full time equivalent years to graduation is, therefore, one useful way of characterizing the time to graduation.

Baccalaureate degree programs, however, also vary in terms of the number of required credit units and many recent degree recipients began their programs when programs typically required more units than they do currently. As part of the CSU's renewed emphasis on facilitating effective and efficient progress to degree, the CSU Trustees have encouraged campus faculties to minimize the number of credit units in excess of 120 units required for a degree consistent with maintaining educational quality.

An additional complication is that undergraduate transfers also come to the CSU as freshmen, sophomores, and juniors. It is difficult, therefore, to conceptualize a time-to-degree performance measure that properly weights the often-changing mix of transfers arriving with varying amounts of completed instruction. In this report, the time-to-degree figure for an undergraduate transfer student is normalized to that of the predominant junior transfer student. [More detail about enrolled and FTE time-to-degree years is provided in the appendix.]

- The time to degree for baccalaureate degree recipients who started as first-time freshmen at the CSU (i.e., native freshmen) decreased from 5.03 to 4.94 **enrolled** years to degree from 2002-03 (17,876 degree recipients) to 2005-06 (22,375 degree recipients) along with a decrease from 4.59 to 4.53 **FTE** years to degree. The differential between the average FTE years to degree for **recipients** and the average FTE years for **degree programs** also decreased from .37 years to .31 years (Table 5c).
- The time to degree for baccalaureate degree recipients who started as undergraduate transfers decreased from 2.71 to 2.67 **enrolled** years to degree from 2002-03 (39,810 degree recipients) to 2005-06 (41,909 degree recipients). **FTE** years to degree is 2.30 for 2005-06 (Table 6c).

Table 5a: California State University First-Year Continuation (Persistence) for Regularly Admitted Freshmen

Entering Fall	First-Year Continuation Rate (Persistence)
2000	78.4%
2001	78.5%
2002	79.4%
2003	80.7%

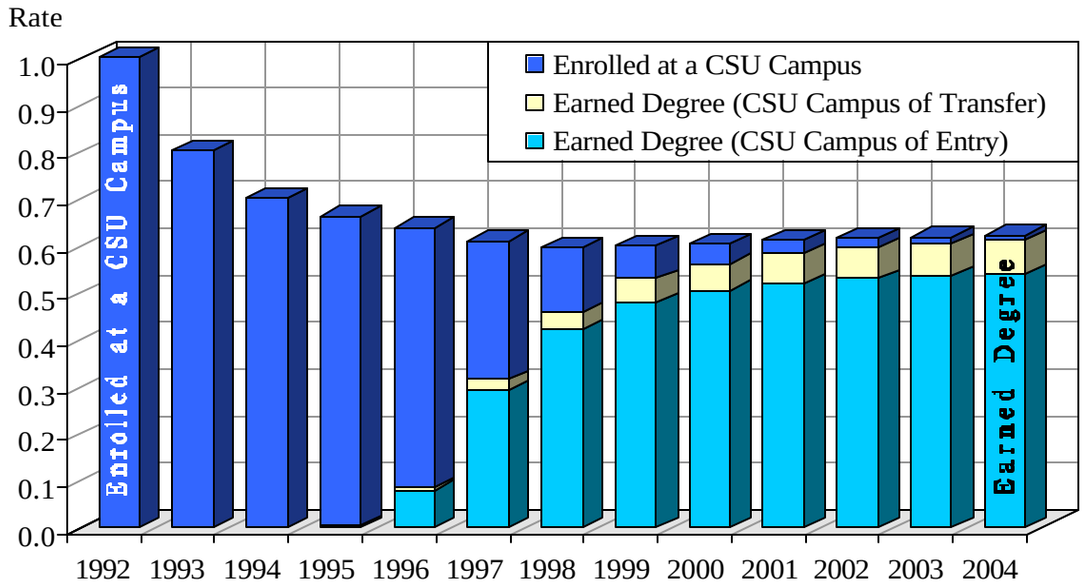
Source: The CSU Accountability Process, see http://www.asd.calstate.edu/accountability/compact/goals-sys.htm for more detail.

Table 5b: California State University Graduation Rate for Regularly Admitted Freshmen

Entering Fall	Graduation Rate	
	CSU Campus of Origin	Any CSU Campus
1995	52.7%	59.8%
1996	54.0%	60.3%
1997	55.1%	61.4%
1998	55.5%	62.2%

Source: The CSU Accountability Process, see http://www.asd.calstate.edu/accountability/compact/goals-sys.htm for more detail

Display 1a: California State University Graduation and Persistence Rates for Regularly Admitted Freshmen (Enrolled in Fall 1992)



Source: California State University Statistical Abstract to July 2005, Figure 19 from Table 140

Table 5c: California State University Time-to-Degree for Native Freshmen

	2002-03	2003-04	2004-05	2005-06
Average Enrolled Years to Degree	5.03	4.97	4.74	4.94
Average FTE Years to Degree	4.59	4.56	4.34	4.53
Average FTE Years for the Degree Programs of Recipients	4.22	4.22	4.21	4.22
Number of Baccalaureate Degree Recipients who were Native Freshmen and Graduated in College Year:	17,876	19,309	20,748	22,375

Source: CSU, Enrollment Reporting System – Degrees, college year files matched backwards longitudinal to first matriculation.

Table 6a: California State University First-Year Continuation (Persistence) for Regularly Admitted Community College Transfer Students

Entering Year	First-Year Continuation Rate (Persistence)
2000	83.5%
2001	84.0%
2002	83.7%
2003	83.7%

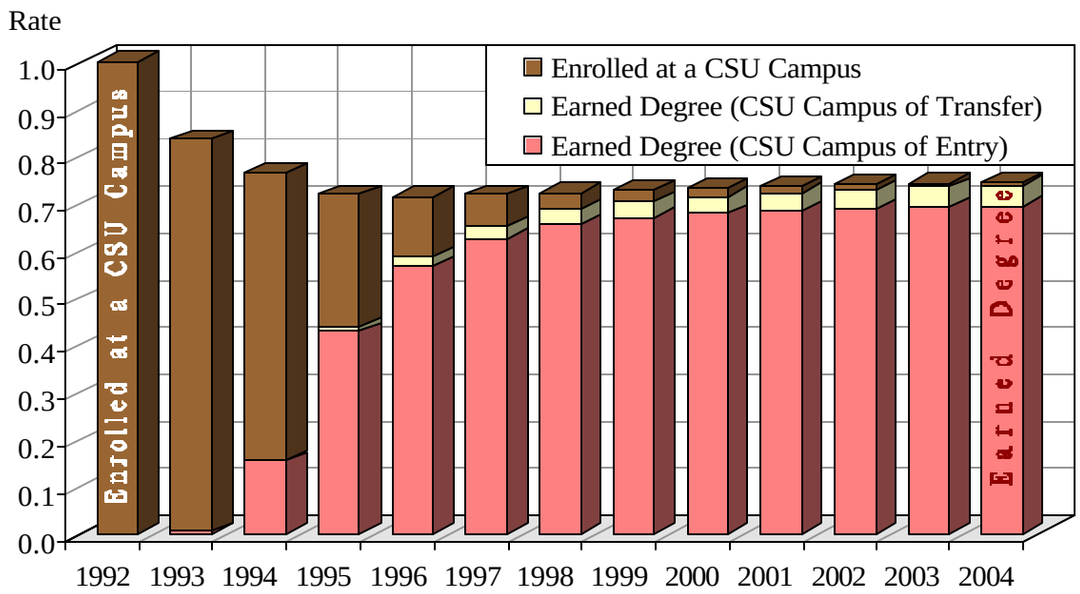
Source: The CSU Accountability Process, see http://www.asd.calstate.edu/accountability/compact/goals-sys.htm for more detail.

Table 6b: California State University Graduation Rate for Regularly Admitted Upper-Division California Community College Transfer Students

Entering Year	Graduation Rate: CSU Campus of Origin	Graduation Rate: Any CSU Campus
1995	73.0%	76.2%
1996	72.9%	76.4%
1997	73.4%	76.4%
1998	72.5%	75.4%

Source: The CSU Accountability Process, see http://www.asd.calstate.edu/accountability/compact/goals-sys.htm for more detail.

Display 1b: California State University Graduation and Persistence Rates for Regularly Admitted Upper-Division California Community College Transfers (Enrolled in Fall 1992)



Source: California State University Statistical Abstract to July 2005, Figure 19 from Table 140

Table 6c: California State University Time-to-Degree for Undergraduate Transfers

	2002-03	2003-04	2004-05	2005-06
Average Enrolled Years to Degree	2.71	2.69	2.48	2.67
Average FTE Years to Degree	2.27	2.30	2.11	2.30
Average FTE Years for the Degree Programs of Recipients	2.20	2.20	2.20	2.20
Number of Baccalaureate Degree Recipients who were Undergraduate Transfers and Graduated in College Year:	39,810	41,048	41,204	41909

Source: CSU, Enrollment Reporting System – Degrees, college year files matched backwards longitudinal to first matriculation.

E. Accumulation of Excess Units

Following the Governor's proposal for an excess unit fee policy, the California State University began a lengthy process of evaluating various educational and operational issues involved with understanding and establishing such a policy. The CSU explored the size of the problem, the causes of excess-unit enrollment, how an excess unit fee might be implemented fairly and with adequate notice to students, and the extent to which such a fee policy might affect certain types of students. In its final analysis, the CSU recognized that the accumulation of excess units is an issue of limiting access rather than one of revenue shifting. That is, the steady incremental growth of high school graduates through the 2000s combined with short-term state fiscal issues, strained the capacity of the State to fulfill its commitment of providing qualified students with access to higher education. By developing and implementing a comprehensive plan to encourage current students to make more effective and efficient progress to degree, the CSU is both supporting students moving more directly to the baccalaureate and opening space for more students to attend the CSU. The CSU is pleased that university and governmental constituents and leadership concur that the primary focus should continue to be on facilitating effective and efficient progress to degree.

A task force of CSU executives, provosts, academic senators, and students conferred on the definition of excess units. The following principles provide the underpinning for the indicators regarding excess units found in Tables 5d and 6d. Specifications for the indicators are also detailed in the appendix.

- To allow for double-majors, minors, and major changes 20% flexibility above the minimum units required to complete a baccalaureate degree program is needed. For a standard 120-semester unit degree program, the excess units would be defined as those greater than 144 semester units.
- Neither the student nor the CSU campus should be penalized for the under-preparation of students at previous institutions.[2]
- CSU campuses must track the cumulative units of instruction in which a student is enrolled in each term's census date (the timing at which the State budget accountability is set) so students and their advisers will have periodic notice and updates regarding instructional undertakings, progress to degree, and the potential limits of the State's educational subsidy.

The indicators provided in this baseline report reflect those students who have completed the baccalaureate within the last few years. For students who came to the CSU as first-time freshmen (i.e., native freshmen) and received degrees in 2005-06, the starting term for most of them was fall 1999 or fall 2000. Among the undergraduate transfers who received degrees in 2005-06, the starting term for most of them was fall 2002 or fall 2003. The CSU firmly believes that once students have adequate notice and updates regarding their progress to degree that excess units will no longer be an issue restricting higher educational access to eligible Californians.

- From 2002-03 to 2005-06, the percentage of baccalaureate degree recipients who started the CSU as freshmen and who graduated with excess units decreased from 23 percent to 21 percent. The average number of excess semester units for these students was about 20 units, about two-thirds of an FTES for one year. With the increase in native freshman baccalaureate recipients (17,876 to 22,375), the excess unit equivalent FTES has also increased, from 2,747 to 3,050 (Table 5d).
- From 2002-03 to 2005-06, the percentage of baccalaureate degree recipients who started as undergraduate transfers and who graduated with excess units to degree remained constant at 13 percent.

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[2] Pre-baccalaureate units attempted at the campus of record are not counted as these reflect under preparation in high schools. The number of units attempted by undergraduate transfers students are set at the minimum for the level at which they were admitted.

The average number of excess semester units in which these students enrolled decreased from 17.20 semester units to 16.98 units, a little more than half an FTES for one year. Despite the increase in transfer baccalaureate recipients (39,810 to 41,909), the amount of excess FTES approximately remained around 3,000 (Table 6d).

Table 5d: California State University Excess Units to Degree for Native Freshmen

	2002-03	2003-04	2004-05	2005-06
Number of Baccalaureate Degree Recipients who were Native Freshmen and Graduated in College Year:	17,876	19,309	20,748	22,375
Number of Baccalaureate Degree Recipients with Excess Units to Degree	4,101	4,184	3,520	4,589
Percentage of Recipients who Graduated with Excess Units	23%	22%	17%	21%
Average Number of Excess Units (Semester)	20.09	19.77	20.58	19.94
Excess FTES	2,747	2,757	2,415	3,050

Source: CSU, Enrollment Reporting System – Degrees, college year files matched backwards longitudinal to first matriculation.

Table 6d: California State University Time-to-Degree for Undergraduate Transfers

	2002-03	2003-04	2004-05	2005-06
Number of Baccalaureate Degree Recipients who were Undergraduate Transfers and Graduated in College Year:	39,810	41,048	41,204	41,909
Number of Baccalaureate Degree Recipients with Excess Units to Degree	5,228	5,516	4,253	5,429
Percentage of Recipients who Graduated with Excess Units	13%	13%	10%	13%
Average Number of Excess Units (Semester)	17.20	16.77	16.75	16.98
Excess FTES	2,998	3,084	2,375	3,072

Source: CSU, Enrollment Reporting System – Degrees, college year files matched backwards longitudinal to first matriculation.

F. Freshmen Leaving in Academic Difficulty, and
G. Transfer Students Leaving in Academic Difficulty

The CSU admits all eligible California high school graduates and California Community College transfers who apply for admission. While these students have completed all required coursework successfully, a segment of eligible undergraduates do not meet the minimum grade point average requirement to remain in good standing academically and are therefore disqualified from the CSU.

Tables 7 and 8 provide details of the number and percentage of freshmen and transfer students who were disqualified academically from the CSU.

Table 7a: California State University Entering Freshmen Who Were Disqualified

Entering Year	All Freshmen	Who left in Academic Difficulty	Percentage of All Freshmen
2002-03	42,092	6,643	15.8%
2003-04	41,583	6,658	16.0%
2004-05	42,013	6,165	14.7%

[1] Students who left in academic difficulty were defined as those academically disqualified in accord with Executive Order 823 or the predecessor Executive Order 393.
Source: CSU Office of the Chancellor, Student Academic Support survey of Directors of Admission, Registrars, and Enrollment Managers, November, 2005, and CSU Statistical Reports, College Year, Table 9.

Table 7b: California State University Entering Freshmen Who Were Disqualified

Entering Year	All Freshmen	Who left in Academic Difficulty	Percentage of All Freshmen
2005-06	46,951	2,665	5.7%

A different "metric" was used for the 2005-2006 calculations of freshmen, which left in academic difficulty. Included above are only those CSU students, who entered the university's campuses as first –time freshmen during the 2005-2006 College Year.
Source: CSU Office of the Chancellor, Student Academic Support survey of Directors of Admissions and Records, October, 2006 and CSU Statistical Reports, College Year, Table 9

Table 8a: California State University Entering Undergraduate Transfer Students Who Were Disqualified

Entering Year	All Undergraduate Transfers	Who left in Academic Difficulty	Percentage of All Transfers
2002-03	59,28	7,085	12.0%
2003-04	55,676	7,215	13.0%
2004-05	61,471	6,587	10.7%

[1] Students who left in academic difficulty were defined as those academically disqualified in accord with Executive Order 823 or the predecessor Executive Order 393.
Source: CSU Office of the Chancellor, Student Academic Support survey of Directors of Admission, Registrars, and Enrollment Managers, November, 2005 and CSU Statistical Reports, College Year, Table 10.

Table 8b: California State University Entering Undergraduate Transfer Students Who Were Disqualified

Entering Year	All Undergraduate Transfers	Who left in Academic Difficulty	Percentage of All Transfers
2005-06	60,852	2691	4.4%

A different "metric" was used for the 2005-2006 calculations of transfers, who left in academic difficulty. Included above are only those CSU students who entered the CSU campuses as new undergraduate transfers during the 2005-2006 College Year.
Source: CSU Office of the Chancellor, Student Academic Support survey of Directors of Admissions and Records, October, 2006 and CSU Statistical Reports, College Year, Table 10

II. Utilization of Systemwide Resources

The Higher Education Compact requires the following performance measures in the area of utilization of systemwide resources:

A. Student-faculty ratio;

B. Instructional activities per faculty member;

C. Percent of total State-funded salary and benefit expenditures dedicated to direct teaching staff;

D. Rate of change in total State-funded staff salary and benefit expenditures for instructional staff, administrative staff, and other student and public service staff;

E. Total State-funded expenditures and staff levels for the Office of the Chancellor, together with rates of change from the previous year;

F. Faculty honors and awards.

A. Student–Faculty Ratio

During the State's fiscal crisis over the last several years, the California State University experienced a series of budget cuts, a portion of which impacted academic programs. In 2003-04, the Governor's Budget included a $53.5 million reduction in State funds targeted at increasing the CSU's budgeted student-faculty ratio (SFR); however, this cut was instead taken by the CSU as an unallocated reduction. In 2004-05, the Governor proposed a further 5% increase in the budgeted student-faculty ratio accompanied by a budget cut of $53.5 million. Again, this cut was taken as an unallocated reduction, but by necessity, these cuts meant that campuses did not have adequate funds to hire sufficient numbers of new tenured or tenure-track faculty or replace retiring staff. Those budget cuts increased the challenge for campuses to maintain the quality of their instructional programs.

Improvements in budgeted student-faculty ratios will permit the CSU to offer both smaller class sizes in some subjects (thereby improving the quality of the educational experience) and a wider range of courses that will help students to complete requirements and to graduate more quickly. A sufficient student-faculty ratio also increases opportunities for contact between faculty and students outside the classroom, for faculty to provide guidance in internships and placements, and for undergraduate participation in research and public service.

- To deal with the recession of the early 1990s, the budgeted ratio was increased from 17.7:1 to 18.9:1. This was the equivalent of losing 885 FTE faculty members and brought the deterioration in the SFR to 15% since the 1960s.
- The CSU has wanted a return to a budgeted SFR that more close reflects the average SFR under the previous "mode and level" funding model. During the first year of the Compact, 2005-06, the budgeted SFR remained at 18.9.
- Because enrollment growth generally outpaces faculty hiring and because unallocated reductions affect all areas of the university, including instruction, the CSU's actual student-faculty ratio is higher than its marginal cost SFR funding ratio. During recent years, the SFR has been over 20:1.

Table 9: California State University Budgeted and Actual Systemwide Student-Faculty Ratios

College Year	Budgeted	Actual
1966-67	16.0:1	16.9:1
1970-71	16.3:1	17.4:1
1975-76	17.8:1	18.3:1
1980-81	17.7:1	18.0:1
1985-86	18.0:1	18.2:1
1986-87	18.1:1	18.3:1
1987-88	18.1:1	18.4:1
1988-89	17.9:1	18.5:1
1989-90	17.7:1	18.2:1
1990-91	17.7:1	18.4:1
1991-92[1]		19.8:1
1992-93[1]		20.4:1
1993-94[1]		19.8:1
1994-95	18.9:1	19.4:1
1995-96	18.9:1	19.5:1
1996-97	18.9:1	19.6:1
1997-98	18.9:1	19.7:1
1998-99	18.9:1	19.4:1
1999-00	18.9:1	19.1:1
2000-01	18.9:1	19.1:1
2001-02	18.9:1	19.3:1
2002-03	18.9:1	19.9:1
2003-04	18.9:1	20.3:1
2004-05	18.9:1	20.7:1
2005-06	18.9:1	20.2:1

[1] 1991-92 through 1993-94 were years of severe State funding cuts; there was no agreement with the State regarding budgeted enrollments and faculty.

Source: CSU Office of the Chancellor, Budget Office and Academic Planning Data Base

B. Faculty Instructional Activities

Teaching is a complex activity that involves more than in-class teaching duties. No single index can be an adequate measure of the effort invested by the faculty in teaching. Varied measures are essential.

One of those measures is the number of bachelor's, master's and professional degrees conferred per full-time, tenured or tenure track faculty. The comparative data provided in Table 10 demonstrates that the CSU is at least as productive in this measure as its comparative institutions.

More classic measures of instructional activity include the number of classes and student credit hours taught by full-time equivalent faculty, and the average class size. The upward trend in these measures over the past several years of decreasing state support budgets, however, should not be interpreted as favorable. As previously noted, increasing class sizes and eliminating classes with lower enrollments can impact the quality of the educational experience and lengthen the time to degree.

- Most CSU campuses employ the semester calendar (i.e., fall and spring semesters comprising the "academic year" with the "college year" comprised of the two academic year semesters and state-supported classes offered during the summer term preceding the fall semester. At CSU semester campuses, full-time equivalent faculty across the three semesters taught, on average, nine (9) classes during the college-year (Table 11a). The rising trend of classes taught per FTEF is coupled with increasing semester credit units taught (Table 11b) and class size (Table 11c). If the norm for a bachelor's degree is 120 semester credit units, then one way of thinking about the 659.17 semester credit units taught by a full-time equivalent faculty member in the CSU in 2005-06 is its equivalence to 22 students enrolling at a pace to complete the baccalaureate degree in four years.
- Six CSU campuses employ the quarter calendar (i.e., fall, winter, and spring quarters comprising the "academic year" with the "college year" comprised of the three academic year quarters plus state-supported classes offered during the summer term preceding the fall quarter). At CSU quarter campuses, full-time equivalent faculty across the four quarters taught, on average, eleven (11) classes during the college-year (Table 11a). The rising trend of classes per FTEF is coupled with increasing quarter credit units taught (Table 11b) and class size (Table 11c). If the norm for a bachelor's degree is 180-quarter credit units, then one way of thinking about the 952.43 quarter credit units taught by a full-time equivalent faculty member in the CSU in 2005-06 is its equivalence to 21 students enrolling at a pace to complete the baccalaureate degree in four years.

Table 10: California State University and Comparison Institution Degrees Awarded Per Full-time Regular Rank Faculty FTE, 2002-03

	Bachelor's Degrees	Master's & 1st Professional Degrees	Doctoral Degrees	All Degrees[1]
Comparison Institutions[2]				
Four Private Universities	1.7	2.6	0.5	4.9
Four Public Universities	3.5	2.0	0.3	5.9
University of California	4.5	1.1	0.3	6.0
California State University	5.9	1.4		

[1] Total for all degrees includes some post-bachelor's certificates, post-master's certificates, and post-first professional certificates not included in other columns. Not every institution awards all degree types; for example, in 2002-03, only Harvard University awarded post-first professional certificates.
[2] Private comparison institutions are Harvard, MIT, Stanford, and Yale. Public comparison institutions are University of Illinois-Urbana-Champaign, University of Michigan-Ann Arbor, SUNY-Buffalo, and University of Virginia-Main Campus.
Source: AAUP Faculty Compensation Survey (2002-03); IPEDS Completions Survey (2002-03).

Table 11a: California State University Classes[1] Per Full-Time Equivalent Faculty (FTEF)

	Semester Campuses	Quarter Campuses
College Year 2001-02	8.95	11.04
College Year 2002-03	9.13	11.05
College Year 2003-04	9.25	11.03
College Year 2004-05	9.36	11.34
College Year 2005-06	9.19	11.15

[1]Independent study and other one-to-one supervision are excluded.
[2]Full-time equivalent faculty include all faculty reported to the system as instructional, including those reassigned from teaching to curriculum development and other university activities.
Source: CSU, Academic Planning Data Base

Table 11b: California State University Student Credit Units[1] Per FTEF

	Semester Credit Units	Quarter Credit Units
College Year 2001-02	610.93	928.49
College Year 2002-03	635.10	943.48
College Year 2003-04	652.30	955.68
College Year 2004-05	670.25	987.01
College Year 2005-06	658.17	952.43

[1]Independent study and other one-to-one supervision are excluded.
[2]Full-time equivalent faculty include all faculty reported to the system as instructional, including those reassigned from teaching to curriculum development and other university activities.
Source: CSU, Academic Planning Data Base

Table 11c: California State University Average Class Size[1]

	Average Class Size
Fall 2001	27.1
Fall 2002	27.7
Fall 2003	28.4
Fall 2004	29.0
Fall 2005	28.7

[1]Independent study and other one-to-one supervision are excluded.
Source: CSU, Academic Planning Data Base

C. Salary and Benefits for Direct Teaching Staff

The three tables in this section of the report provide data on instructional and administrative expenditures for the past year, FY 2005/06, and three prior years, FY 2002/03 through FY 2004/05.

As in the Baseline Report produced last year, the expenditures reported in these tables were derived from data that are categorized by the program groups defined in NACUBO's Financial Accounting and Reporting Manual (FARM). Those programs include Instruction, Research, Public Service, Academic Support, Student Services, Institutional Support and Operation and Maintenance of Plant. Within each program group, expenditures are further categorized by expenditure type such as: academic salaries, support staff salaries, utilities, workers' compensation insurance, etc. In the first table, for example, "direct teaching staff" salaries represents the sum of expenditures classified as "academic salaries," "teaching associates," and "graduate assistant" salaries in the Instruction Program Group. The benefits expenditures for these individual were derived from the total of all benefits expenditures in the Instruction program group. All expenditures have been rounded to the closest $1,000.

Table 12 provides the General Fund salary and benefits expenditures and the percentage of the total General Fund salary and benefits dedicated to Direct Teaching Staff. In FY 2004/05, the CSU served 321,338 FTES (Full Time Equivalent Student), a decrease compared to the prior two years in which enrollment exceeded 331,000 FTES. In FY 2005/06, enrollment grew by over 13,000 FTES to 334,342 FTES. This increase in student enrollment is reflected in the increase in the percentage of salaries and benefits dedicated to direct teaching staff shown in the table that follows.

Table 12: California State University General Fund Salary and Benefit Expenditures Dedicated to Direct Teaching Staff[1] (in thousands)

Expenditures	FY2002-03	FY2003-04	FY2004-05	FY2005-06
Salary Expenditures				
Direct Teaching Staff	$1,049,804	$1,027,678	$971,067	$1,050,649
All Employees	$2,120,423	$2,070,917	$1,986,919	$2,108,535
Benefit Expenditures (Estd[2])				
Direct Teaching Staff	$216,775,	$300,854	$304,363	$323,934
All Employees	$482,676	$648,854	$670,115	$702,177
Dedicated to Direct Teaching Staff	48.7%	48.8%	48.0%	48.9%

[1]Salaries and benefits for individuals whose pay is classified as "Academic Salaries" exclusively in the "Instruction" program group, i.e., Program Group 01), which excludes, e.g., "Academic Salaries" for librarians, coaches, and student service professionals that are categorized in programs other than "Instruction."
[2]Salary-based proportion of all benefits expenditures (excluding "Dental Annuitants" payments for retirees) in Program Group 01.
Source: CSU Office of the Chancellor, Budget Office

D. Salary and Benefits for Other Employee Groups

Table 13 provides the total salary and benefits expenditures for Direct Teaching Staff, Other Instructional Staff, Administrative Staff, and Other Student-Related and Public Service Staff and the year-to-year percentage change in each. Salaries, retirement costs, health care and other benefits vary by employee in each of the defined employee groups. The sum of individual changes in each component of salary and benefits expenditures drives the annual change in the total expenditures for the group. The table includes a summary line showing the percentage of total salary and benefits expenditures for each group.

The FY2005/06 data reflect the factors discussed in the prior section, namely the recovery of the number of students served in FY 2005/06 to a level slightly above those served in FY2002/03 and FY 2003/04. The salaries and benefits expended for direct teaching staff increase and decrease in direct proportion to the number of students served. The salaries and benefits paid in the other categories of employees are less variable in the short term. Therefore, in the enrollment down turn experienced in FY 2004/05, the percentage of total salary and benefit expenditures for direct teaching staff decreased to 48%, a percentage below the historical value in the range of 48.7% to 48.8%. This is also the reason why the percentages of total salary and benefits expenditures for the other categories of employees increased in that year.

When the enrollment recovered in FY 2005/06, the salary and benefits expenditures for direct teaching staff increased by the largest dollar amount (i.e., in excess of $99 million) and by the largest percentage of total amount (i.e., from 48.0% to 48.9%%, an increase of 0.9%) of all the employee categories. In FY 2005/06, the percentage of total salary and benefits expenditures rebounded to a value slightly higher than the historical average. In FY 2005/06, the total number of students served increased by 4.05%; the total salary and benefits expenditures for direct teaching staff increased by 7.8%. Taken together, the percentage of total salary and benefit expenditures for direct teaching staff and "other instructional staff" increased from 54.7% to 55.5% from FY2004/05 to FY2005/06.

Table 13: California State University General Fund Salary and Benefit Expenditures and Rates of Change by Function (in thousands of dollars)

Expenditures	FY2002-03	FY2003-04	FY2004-05	FY2005-06
Direct Teaching Staff[1]				
Salary & Benefit Expenditures	$1,266,579	$1,328,532	$1,275,430	$1,374,583
Percentage of Total Salary & Benefits	48.7%	48.8%	48.0%	48.9%
Percentage Change	9.2%	4.9%	-4.0%	7.8%
Other Instructional Staff[2]				
Salary & Benefit Expenditures	$177,988	$179,479	$177,085	$184,375
Percentage of Total Salary & Benefits	6.8%	6.6%	6.7%	6.6%
Percentage Change	13.1%	0.8%	-1.3%	4.1%
Administration[3]				
Salary & Benefit Expenditures	$223,827	$238,025	$236,238	$259,017
Percentage of Total Salary & Benefits	8.6%	8.8%	8.9%	9.2%
Percentage Change	7.1%	6.3%	-0.8%	9.6%
Student and Public Services Staff[4]				
Salary & Benefit Expenditures	$934,706	$973,734	$968,281	$992,736
Percentage of Total Salary & Benefits	35.9%	35.8%	36.4%	35.3%
Percentage Change	5.5%	4.2%	-0.6%	2.5%

[1]Salaries and benefits for employees whose pay is classified as "Academic Salaries/Teaching Associates/Graduate Assistants" in Program Group 01.
[2]Salaries and benefits for employees in all Program Groups, except Instruction whose pay is classified as Academic Salaries or Graduate Assistants, plus salaries and benefits for all employees in Program Groups 01 and 04 (Instruction and Academic Support) whose salaries are classified as "Management and Supervisory."
[3]Salaries and benefits for employees in Program Groups other than Instruction and Academic Support whose pay is classified as "Management and Supervisory" plus salaries and benefits for executives.
[4]Salaries and benefits for employees in all Program Groups whose pay is classified as "Support Staff Salaries" or "Summer Fellowships" – excluding salaries classified as "Work Study" and paid to students.
Source: CSU Office of the Chancellor, Budget Office

Systemwide, the percentage of salary and benefit expenditures for Administration increased from 8.9% to 9.2%, an increase of 0.3% or about one-third of the increase for direct teaching staff. One of the factors contributing to this increase was the hiring of additional, specialized accountants in response to State Controller's Office needs and the Board of Trustees' directive to further improve end-of-year financial reporting.

Salary and benefits expenditures in the "Student and Public Services Staff" increased by slightly over $24 million in FY 2005/06 compared to the prior year. While still an increase, this level of spending is not sufficient to address critical needs of disabled students and achieve the Board of Trustees' graduation goals and is the primary reason the CSU has included a request for an additional $24.6 million "above compact" for a Student Services Initiative in its FY2007/08 budget.

E. Administrative Expenditures

Table 14 provides the total System Administration Expenditures and full-time equivalent employees (FTE) in the Office of the Chancellor. This summary excludes expenditures and employees in programs not directly involved in system administration and activities that would be performed on each campus separately, but are performed centrally in the Office of the Chancellor to achieve economies of scale or other efficiencies.

Table 14: California State University General Fund System Administrative Expenditures and FTE Employees for the Office of the Chancellor[1] (expenditures in thousands of dollars)

Expenditures and FTE	FY2002-03	FY2003-04	FY2004-05	FY2005-06
Expenditures	$27,881	$29,369	$30,383	$32,811
Percentage Change	-1.6%	5.3%	3.5%	8.0%
FTE Employees	253	237	239	242.75
Percentage Change	-1.17%	-6.3%	.8%	1.6%

1System administrative expenditures and FTE employees only. These totals exclude expenditures and employees in programs not directly involved in system administration and activities that would performed on each campus separately, but are performed centrally in the Office of the Chancellor to achieve economies of scale.

Source: CSU Office of the Chancellor, Budget Office

F. Faculty Honors and Awards

National Outstanding Professor of the Year -- 2005. The Council for Advancement and Support of Education (CASE) named Professor Carlos Gutierrez the 2005 Outstanding Master's Universities and Colleges Professor of the Year. Dr. Gutierrez is the recipient of a number of prestigious awards, including the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring, the American Association for the Advancement of Science Lifetime Achievement Award in Mentoring, and the CSU Wang Family Excellence Award winner in the inaugural year. Dr. Gutierrez has taught organic chemistry at California State University, Los Angeles, since 1976. During this time, Gutierrez has worked to foster undergraduate interest in science, especially among underrepresented minority groups. He is the director of three research training programs that each year fund and support the work of minority students in 25 labs – with the result that most students go on to enter graduate programs. Gutierrez has published numerous articles, all with student co-authors, and has served on several standing and ad hoc peer review committees of the National Institutes of Health and the National Science Foundation.

The CSU Wang Family Excellence Awards for 2006. A virtual lifetime musician, a versatile innovator in education, a brilliant volcanologist, a classic historian educator and an internationally recognized scientist have been named as the 2006 recipients of the prestigious California State University Wang Family Excellence Award.

The Wang award was established in fall 1998 when then-Trustee Stanley T. Wang provided $1 million to reward outstanding faculty and administrators. The award is designed to "celebrate those CSU faculty and administrators who through extraordinary commitment and dedication have distinguished themselves by exemplary contributions and achievements in their academic disciplines and areas of assignment." Annually, during a 10 year-period, four faculty and one administrator throughout the CSU system will receive $20,000 awards. This is the eighth year the awards have been given. Wang, who in fall 2000 gave an addition of $1.2 million to establish student and faculty travel scholarships for China study, is the largest individual donor to the CSU system office.

The 2006 Wang Award Recipients are:

- Eugene D. Novotney, Humboldt State University, Visual and Performing Arts and Letters
- Doreen Nelson, Cal Poly Pomona, Education, and Professional and Applied Sciences
- Alan L. Smith, Cal State San Bernardino, Natural Sciences, Mathematical and Computer Sciences and Engineering
- Paul K. Longmore, San Francisco State University, Social and Behavioral Sciences and Public Service
- Kenneth H. Coale, San José State, University Administrator

Eugene D. Novotney: An internationally recognized scholar and devoted music teacher at Humboldt State University, Dr. Novotney founded the Humboldt Calypso Band less than a year after his part-time teaching appointment in 1986. With no money to fund the band, Dr. Novotney sold his car to purchase the steel drum instruments still used today. The Humboldt Calypso Band was the first non-western ensemble at HSU as well as the first steel drum ensemble in the entire CSU system. Novotney completed his doctorate and master's from the University of Illinois, Urbana as well as his bachelor's from the University of Cincinnati. Novotney has also studied music abroad in Ghana and various other countries. In its 20 years of existence, the Humboldt Calypso Band has become the model for steelband programs both statewide and nationally, and its former members have gone on to form and lead steel bands and initiate world music programs at every academic level.

Doreen Nelson: A professor of education at Cal Poly Pomona, Doreen Nelson pioneered the field of design thinking in education. She developed the nation's first Master of Arts degree program in education with an emphasis on Design and Creativity: Applying Technology, where students of any age learn to design and construct a city of the future in their classrooms. The methodology demonstrates how design and creativity enhance and extend the teaching of math, sciences, language arts and social studies. It has been practiced world-wide in public schools, museums and universities. Professor Nelson received her master's in Educational Administration with Distinction from California State University, Northridge and her bachelor's in Arts and Humanities from the University of California, Los Angeles.

Alan Smith: A teacher, mentor and department chair at Cal State San Bernardino, Dr. Smith has taught a wide variety of topics in natural sciences. He educates as many as 200 students at a time on subjects such as history of life, natural disasters, crystal chemistry and geochemistry of mineral systems. Since coming to CSUSB, Smith has had a large influence on the curriculum in the geology department. Two new general education courses have been added to the list, natural disasters and volcanic hazards. Smith received his doctorate from the University of California, Berkeley and his bachelor's from the University of London, King's College. Since Smith became chair of the geology department, the number of geology majors has

doubled and class enrollment in general education classes in the geological sciences has increased by 30 percent. In addition, a graduate program in environmental sciences has been successfully initiated.

Paul K. Longmore: A professor of history at San Francisco State, Dr. Longmore has not only helped change public perception of people with disabilities, but has also helped establish the analysis of disability as a field in academic research and teaching, much as women studies and ethnic studies were shaped in prior decades. Dr. Longmore brings remarkable credit to San Francisco State through his scholarly and popular academic publications, presentations and awards. Longmore earned his doctorate in U.S. History from Claremont Graduate School and his master's and bachelor's from Occidental College. His dissertation, "The Invention of George Washington," was burned by his own hands in a protest in support of disability rights in front of the federal building in Los Angeles.

Kenneth H. Coale: At a time when Moss Landing Marine Laboratories were experiencing significant fiscal and administrative problems, Dr. Coale raised $4.2 million and oversaw the $25 million construction project of the laboratory's earthquake-destroyed facilities. He works in all areas of the Moss Landing Marine Lab where he oversees fiscal stability, institutional development and teaching. Dr. Coale has brought new funding, acres of land for programs, and a variety of graduate seminars. Dr. Coale obtained his doctorate and bachelor's from the University of California, Santa Cruz. With countless publications and public service experience. Dr. Coale maintains a world-recognized research program in chemical oceanography.

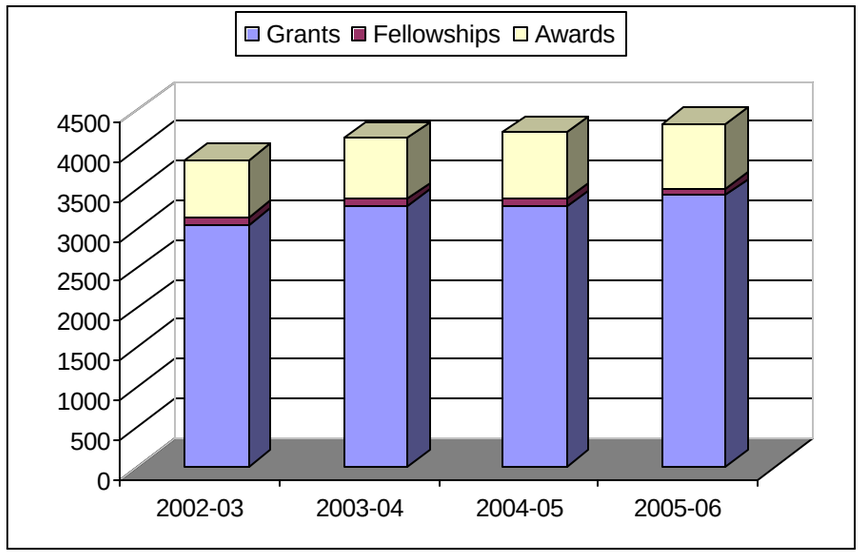
"Countless California State University faculty members have dedicated their lives to teaching students, expanding knowledge and serving both their community and their field of study. The CSU staff is equally dedicated to helping students achieve their goals. To choose just one in each category was a challenging task for the selection committee, but these individuals are all extraordinarily impressive," said CSU Chancellor Charles B. Reed. "We are all grateful to Trustee Wang for providing a means to recognize these five individuals for all they do for CSU students."

Wang, who served as a CSU Trustee from 1994 to 2002, is founder, president and chief executive officer of Pantronix Corp., based in Fremont, CA. The company, incorporated in 1974, provides a range of manufacturing services for semiconductor components, subsystems and modules. P antronix's consumer base is worldwide in the medical, aerospace, telecommunications, automotive, instrumentation and computer industries. The China native also founded Amertron Inc., a manufacturing facility in the Philippines, in 1989.

"Great professors and leaders such as these sow the seeds for the next generation of leaders. All of these individuals have a strong passion for helping students learn and providing them with the best education possible," said Wang. "My own professors taught me to be who I am today. The faculty recognition award is a way to demonstrate the great respect and deep appreciation I feel for them as a former trustee and student. I am a strong believer that faculty are the key to a high-quality education, which is the door to success and happiness in life."

The Wang Family Excellence Award is administered through the CSU Foundation. Each campus president annually may nominate one faculty member from each of the four discipline categories. Each president also may nominate one administrator annually. The recipients will receive the awards at the May CSU Trustees' meeting.

Faculty Honors and Awards. Every CSU campus acknowledges and celebrates the honors and awards bestowed upon their faculty. To some sense of the magnitude and variety of such honors and awards, CSU provosts and chief academic officers have provided summary counts of honors and awards across dimensions shown in the graphs below.


Grants
Fellowships
Awards
4500
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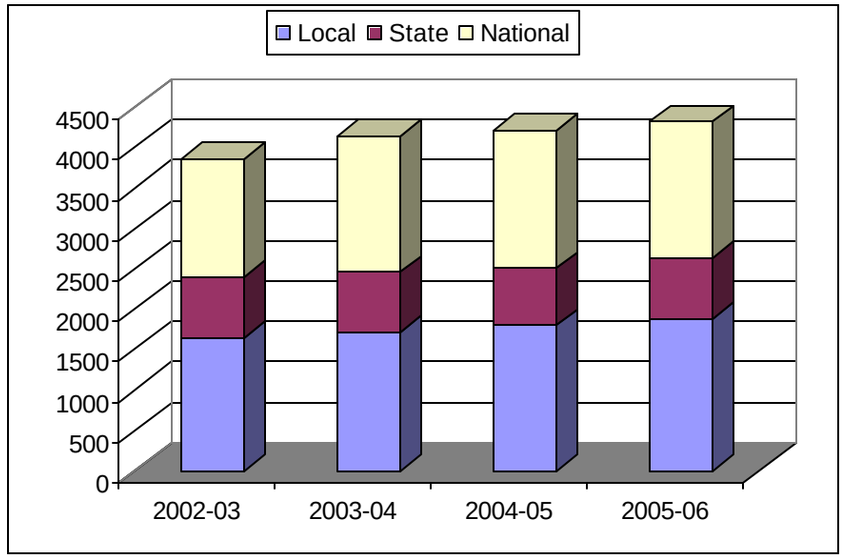
2002-03
2003-04
2004-05
2005-06


Local
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2003-04
2004-05
2005-06

III. Student-Level Information

The Higher Education Compact requires the following performance measures in the area of student enrollment and admission:

1. Total enrollment (both headcount and FTE), by class level;
2. Number of new CCC transfer students enrolled (headcount and FTE);
3. Number of new freshmen enrolled (headcount and FTE);
4. Number and % of new freshmen and CCC transfer students who were admitted by exception;
5. Progress on achieving course articulation agreements with California Community Colleges;
6. Number and percent of undergraduates who did not meet the math and English placement exam requirements before entering CSU

A. Total Enrollment

The CSU's undergraduate enrollment planning is based on providing top priority to continuing students to ensure their progress to degree. The CSU is also committed to providing access to all eligible public high school graduates within the top third of California public high school graduates and all eligible upper-division transfer student applicants from the California Community Colleges. Graduate and professional enrollment planning is based on assessments of state and national needs, program quality, and available financial resources.

For each year from 2001-02 through 2005-06, the CSU provided instruction for more students than it was budgeted to serve with one exception. In 2004-05, additional budgeted FTES were provided in summer 2004, but this came after fall term and most new winter term student admissions were already completed. In addition, publicity surrounding the issuance of "pink-slips" to public school teachers in the spring and summer of 2004 discouraged many continuing and new post baccalaureate students from applying to teacher preparation programs. Even with these two major influences, the CSU still served more than 99 percent of its budgeted FTES in 2004-05. Given the predictability of the 2.5% annual enrollment growth provided under the Higher Education Funding Compact, the CSU anticipates serving the budgeted number of FTES in - 2006-07 and in subsequent years.

Table 20: California State University Headcount Enrollment, Number and Percentage, College Year

	Undergraduate Headcount			Graduate/Post baccalaureate Headcount			Total
College Year	Lower Division	Upper Division	Subtotal	Post baccalaureate	Graduate	Subtotal	Total
2001-02	104,469.6	226,792.9	331,262.5	40,724.4	50,917.4	91,641.8	422,904.3
2002-03	106,816.1	237,149.1	343,965.2	43,443.4	56,405.2	99,848.7	443,813.9
2003-04	106,390.1	239,619.8	346,009.9	38,125.8	57,139.9	95,265.7	441,275.6
2004-05	101,141.9	228,975.4	330,117.2	26,269.5	53,855.4	80,124.9	410,242.1
2005-06	106,693.9	246,771.5	353,465.4	24,599.70	54,751.3	79,351.0	432,816.4
	Undergraduate Headcount %			Graduate/Postbaccalaureate Hdcount %			Total
College Year	Lower Division	Upper Division	Subtotal	Post baccalaureate	Graduate	Subtotal	Total
2001-02	24.7%	53.6%	78.3%	9.6%	12.0%	21.7%	100.0%
2002-03	24.1%	53.4%	77.5%	9.8%	12.7%	22.5%	100.0%
2003-04	24.1%	54.3%	78.4%	8.6%	12.9%	21.6%	100.0%
2004-05	24.7%	55.8%	80.5%	6.4%	13.1%	19.5%	100.0%
2005-06	24.7%	57.0%	81.7%	3.5%	14.8%	18.3%	100.0%

Source: California State University, College Year Reports, http://www.calstate.edu/as/cyr/

Table 21: California State University FTE Students, Number and Percentage, College Year

	Undergraduate FTES			Graduate/Post baccalaureate FTES			Total
College Year	Lower Division	Upper Division	Subtotal	Post baccalaureate	Graduate	Subtotal	Total
2001-02	88,963.9	177,326.4	266,290.3	24,155.2	25,950.7	50,105.9	316,396.2
2002-03	91,055.5	184,693.0	275,748.5	26,743.8	28,860.6	55,604.5	331,353.0
2003-04	90,789.0	187,115.4	277,904.4	24,303.0	29,496.9	53,799.9	331,704.4
2004-05	88,812.9	186,126.7	274,939.6	17,891.0	28,507.9	46,398.9	321,338.5
2005-06	92,961.8	195,838.5	288,800.4	16,867.1	28,675.3	45,542.4	334,342.8
	Undergraduate FTES %			Graduate/Post baccalaureate FTES %			Total
College Year	Lower Division	Upper Division	Subtotal	Post baccalaureate	Graduate	Subtotal	Total
2001-02	28.1%	56.0%	84.2%	7.6%	8.2%	15.8%	100.0%
2002-03	27.5%	55.7%	83.2%	8.1%	8.7%	16.8%	100.0%
2003-04	27.4%	56.4%	83.8%	7.3%	8.9%	16.2%	100.0%
2004-05	27.6%	57.9%	85.6%	5.6%	8.9%	14.4%	100.0%
2005-06	27.8%	58.6%	86.4%	5.0%	8.6%	13.6%	100.0%

Source: California State University, College Year Reports, http://www.calstate.edu/as/cyr/

B. New Student Enrollment (Transfer Students) and
C. New Student Enrollment (Freshmen)

Among new student applicants, eligible California Community College transfers are afforded the highest priority for admission. As shown in Table 22a, the CSU enrolled new transfer students and new freshmen in a ratio of approximately 3:2. Of the over 60,000 new transfer students, almost 90% were transfer students from a California Community College, a demonstration of the CSU's unique transfer function and its abiding commitment to its transfer mission.

During 2005-06, the California State University enrolled over 46,000 new freshmen, 97% of whom were California residents. New freshmen enroll primarily during the fall term; about 2 percent of new freshmen enroll in other terms. In comparison, 66 percent of new undergraduate transfers enroll in the fall, 29 percent in the spring, and 5 percent in winter or summer.

New students are admitted based on the enrollment growth funding provided in the State's General Fund Support Budget. To facilitate more efficient progress to degree, new undergraduates are advised to take on an instructional load that is as demanding as they can master. Since 2001-02, the undergraduate instructional load for transfer students has remained steady at an average of approximately 23.5 semester units per year while the freshman instructional load has risen from 27.2 to 28 semester units per year.

Table 22a: California State University Headcount Enrollment of Entering Undergraduates by Level

Level and College Year	2001-02	2002-03	2003-04	2004-05	2005-06
New First-Time Freshmen Headcount	42,296	42,092	41,583	42,013	46,951
New Transfers Headcount	59,994	59,287	55,676	61,471	60,852
California Community College	50,473	50,746	48,321	53,697	52,640
Other	9,471	8,541	7,355	7,774	8,212

Source: CSU Office of the Chancellor, Enrollment Reporting System

Table 22b: California State University Full-Time Equivalent Student (FTES) Enrollment of Entering Undergraduates by Level

Level and College Year	2001-02	2002-03	2003-04	2004-05	2005-06
New First-Time Freshmen FTES	38,350.1	38,646.9	38,292.2	39,188.7	43,310.0
New Transfers FTES	46,057.4	46,293.8	43,306.5	48,040.7	47,918.7
California Community College	39,178.5	39,310.4	37,253.1	41,666.8	41,112.3
Other	7,778.9	6,983.3	6,053.3	6,374.0	6,806.4

Source: CSU Office of the Chancellor, Enrollment Reporting System

D. Admission by Exception

The Trustees of the California State University have adopted a policy that allows a limited number of undergraduate admission exceptions to the regular admission criteria. The policy provides that no more than 8 percent of the previous year's total number of new undergraduates may be admitted to the university by exception. As a formal policy, admission by exception is restricted to first-time freshmen and lower-division transfers who do not meet regular admission requirements for freshmen. In addition, completion of lower-division General Education coursework in Oral Communication, Written Communication, Critical Thinking, and Quantitative Reasoning is considered essential for upper-division transfers to make efficient and effective progress to degree. Otherwise regularly-admissible upper-division transfer applicants who have not completed all four of these basic areas of General Education are sometimes admitted by exception. The CSU uses a comprehensive review to recognize skills, talents, knowledge, and potential for success for applicants admitted by exception. While admitting all eligible regularly-admissible undergraduates, the CSU has exercised more restraint in admission by exception in recent years. This trend is demonstrated in Table 23.

Table 23: California State University Entering Undergraduates Admitted by Exception by Level, College Year

	Admission Basis			Admission Basis		
Native Freshmen	Regular	Special*	Total	Regular	Special	Total
2001-02	38,896	3,400	42,296	92.0%	8.0%	100.0%
2002-03	39,265	2,827	42,092	93.3%	6.7%	100.0%
2003-04	38,950	2,633	41,583	93.7%	6.3%	100.0%
2004-05	39,626	2,387	42,013	94.3%	5.7%	100.0%
2005-06	43,983	2,968	46,951	93.7%	6.3%	100.0%

	Admission Basis			Admission Basis		
Undergraduate Transfer	Regular	Special*	Total	Regular	Special	Total
2001-02	54,037	5,907	59,944	90.1%	9.9%	100.0%
2002-03	54,009	5,278	59,287	91.1%	8.9%	100.0%
2003-04	51,827	3,849	55,676	93.1%	6.9%	100.0%
2004-05	57,968	3,503	61,471	94.3%	5.7%	100.0%
2005-06	56,567	4,285	60,852	93.0%	7.0%	100.0%

	Admission Basis			Admission Basis		
Undergraduate CCC Transfer	Regular	Special*	Total	Regular	Special	Total
2001-02	46,711	3,762	50,473	92.5%	7.5%	100.0%
2002-03	47,240	3,506	50,746	93.1%	6.9%	100.0%
2003-04	45,823	2,498	48,321	94.8%	5.2%	100.0%
2004-05	51,391	2,304	53,695	95.7%	4.3%	100.0%
2005-06	49,808	2,832	52,640	94.6%	5.4%	100.0%

*Students who were admitted by exception or other criteria are listed under Special.
Source: California State University, Office of the Chancellor, Enrollment Reporting System College-Year Enrollment Reporting System master file

E. Progress on Achieving Course Articulation Agreements with Community Colleges

The CSU is currently engaged in implementing its Lower Division Transfer Patterns (LDTP) by major as required by SB 1785 (Scott). Thirty-three systemwide "roadmaps" for the university's most popular majors have been completed, and about ten more systemwide "roadmaps" and the campus-specific portion of these majors will be completed this year.

In the meantime, the campuses of California State University continue their long-term efforts to foster extensive articulation of courses and programs with the California Community Colleges (CCC). As of October of 2005:

- 101,774 CCC courses had been "articulated" as being transferable to the CSU.
- 27,647 of these CCC courses have been articulated as meeting CSU general education requirements.
- 45,396 CCC courses have been articulated as being equivalent to specific CSU courses.
- The remaining nearly 29,000 articulated CCC courses may be used for elective credit in meeting other CSU degree requirements.

Each of the above is indicative of one of the most extensive transfer articulation programs in the nation.

F. Readiness for Entry-Level College English and Mathematics

The CSU requires that students admitted as freshmen be assessed for placement in appropriate English composition and quantitative reasoning courses.

All students who enroll as freshmen must take the English Placement Test (EPT) and the Entry Level Mathematics (ELM) test before enrollment in the CSU unless they have been exempted by demonstrating college-level proficiency through the CSU Early Assessment of Readiness for College English and Mathematics (Early Assessment Program in English and Math), College Board and ACT tests, or the successful completion of college-level English and/or mathematics courses.

Almost a decade ago, the CSU Trustees set goals for regularly-admitted first-time freshmen of 70% entry-level proficiency by fall 2004 and 90% proficiency by fall 2007. To reach these goals, the CSU recognized that it would have to work closely with the K-12 public education segment to improve the preparation of college-bound students. By the late 1990's, however, it became clear that the Trustees' ambitious goals were unlikely to be achieved on the established timeline.

In recognition that a more structured approach was required, the Early Assessment Program (EAP) was initiated as a concept in 2000, piloted in spring 2003, and launched with a full administration in spring 2004. This joint program of the California State University and California public schools provides end-of-year juniors with a voluntary opportunity to assess their readiness for college based on their performance on public education's California Standards Tests. The results of the EAP program and related initiatives are being closely monitored by the Board of Trustees and CSU Administrators and will be reported in subsequent accountability reports.

Table 25: California State University Entering Regularly-Admitted First-Time Freshmen by Entry-Level Proficiency in College-Level English and Mathematics

	2001	2002	2003	2004	2005
Entry-Level College English					
Total Enrolled	36,655	37,870	38,101	38,859	43,005
Proficient	19,730	19,295	19,717	20,733	23,576
Percentage of Total	**53.8%**	**51.0%**	**51.7%**	**53.4%**	**54.8%**
Not Ready	16,925	18,575	18,384	18,126	19,429
Percentage of Total	46.2%	49.0%	48.3%	46.6%	45.2%
Entry-Level College Mathematics					
Total Enrolled	36,655	37,870	38,101	38,859	43,005
Proficient	19,731	23,854	24,112	24,570	27,426
Percentage of Total	**53.8%**	**63.0%**	**63.3%**	**63.2%**	**63.8%**
Not Ready	16,924	14,016	13,989	14,289	15,579
Percentage of Total	46.2%	37.0%	36.7%	36.8%S	36.2%

Source: CSU Office of the Chancellor, Enrollment Reporting System, Fall Profile data files

Appendix

Specifications for Enrolled Time to Degree, FTE Time to Degree, and Excess Units

For the indicators on time-to-degree and excess units, the CSU first developed a college year degree file from its Enrollment Reporting System.

Unlike continuation, graduation, and persistence rates, which are calculated from entry cohorts, time-to-degree and excess units need to be calculated using a backwards-longitudinal database in order to ensure that students taking longer than a set amount of time are captured.

Time-To-Degree – Consistent with the University of California's specification, the CSU calculated an Enrolled Time-to-Degree, though it is not known if the UC used a forward longitudinal approach or a backwards-longitudinal approach.

Enrolled Time-To-Degree: The cumulative sum of state-supported terms in which a degree recipient was enrolled, expressed in years (e.g., 8 semesters or 12 quarters equals 4 years). It does not reflect enrollment in any terms sponsored by Extended Education.

To normalize the enrolled time-to-degree for transfer students, the minimum number of terms was added in accordance with the transfer student's level at entry. For the usual junior transfer, four semesters or six quarters were added to the actual academic year terms of enrollment.

Elapsed Time: The interval of time between a student's matriculation date (i.e., beginning of first academic term) and degree date (i.e., the end of last academic term); expressed in years.

Enrolled Time: The sum of state-supported terms in which a degree recipient was enrolled; expressed in years (e.g., 8 semesters or 12 quarters equals 4 years). It does not reflect enrollment in any terms sponsored by Extended Education.

Stop-out Time: The sum of terms during which a degree recipient was not enrolled between the student's matriculation date and degree date; expressed in years (e.g., one semester equal 0.5 years and one quarter equals 0.333 years).

These three intervals are related as shown below:

Elapsed Time = Enrolled **Time** + **Stop-out Time**

If a student has no Stop-out Time, the Elapse Time and Enrolled Time will be identical.

Full-Time Equivalent Time-To-Degree: The sum of all state-supported baccalaureate (or higher) units in which the student was enrolled at census date from the term of entry to the institution to the term of graduation for native freshmen divided by 30 for semester campuses and 45 for quarter campuses. For undergraduate transfers, the minimum number of units assumable at entry are added to actual units at census. The time-to-degree figures for transfer students provided in the text of this report are normalized to the junior transfer student.

Average Full-Time Equivalent Time-To-Degree (for programs is presented in Tables 5c and 6c.) The CSU has collected "minimum units to degree" for every degree program, option, concentration, and area of academic emphasis. For Compact Accountability reporting purposes, the maximum "minimum units to

degree" is used in shared degree program areas. The average FTE time-to-degree for programs was obtained by summing the degree recipient's program's minimum units to degree and dividing by the number of degree recipients. For undergraduate transfers, the average full-time equivalent time-to-degree is normalized to the junior transfer student.

Instruction and Excess Units: The total number of units in which an undergraduate student is enrolled at census date represents the total instruction received by a student (used above for FTE years). These units include college-level instruction only; pre-collegiate units are excluded. The maximum required instruction a student should receive from a campus is the number of college level units required to complete the bachelor's degree program multiplied by 1.2, which reflects the 20% flexibility. The multiplier is an adjustment for course withdrawals, repeats, experimentation, major change, double-majors, and minors. The numerical difference between the total number of units taken and 1.2 times the number of units to complete the bachelor's degree program is defined as "excess units."

Excess Units = Cumulative units enrolled at census - {(1.2) x (Units required to complete the degree)}

To accommodate different calendars, all units are expressed as semester units (i.e., quarter units are divided 1.5).